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ABSTRACT

This document is part lesson planner and idea resource and part annotated bibliography of electronic resources. The lesson planner is divided into four parts. Part one, "Tables to Go," contains different tables that can be used for a variety of exercises at all levels of the English-as-a-Second-Language (ESL) classroom. Part two, "Exploring the Internet for Conversation Ideas" provides many ideas for subjects of conversation practice, including mock job interviews and news reporter interviews of newsmakers or witnesses, and can be used at any level of instruction and learner proficiency. Part three provides a number of activities designed to engage students directly in the target language, including such games as "Alphabet Soup," "Grammar Bingo" and "Vocabulary Journal." The final part introduces creative and innovative ways to use student writing to enhance student oral skills. An annotated bibliography of Internet resources is listed by subject. (Adjunct ERIC Clearinghouse for ESL Literacy Education) (KFT)

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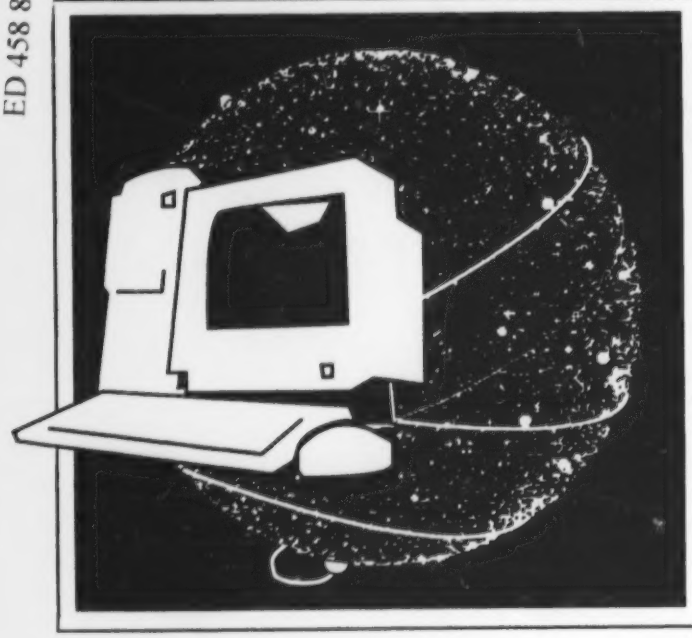

Make It and Take It:

Computer-based Resources for Lesson Planning

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TABLE OF CONTENTS

Tables to Go	Debby Cargill cargildh@pwcs.edu	Prince William County Public Schools
Exploring the Internet for Conversation Ideas	Jan Hostetler janethos@aol.com	Virginia Beach Adult Learning Center
Alphabet Soup Grammar Bingo Vocabulary Journal	Tasha Brown tashabrown4@excite.com	Fairfax County Public Schools
Using Student Writing	Vanessa Phillips vphillip@arlington.k12.va.us	Arlington Education & Employment Program (REEP)

Additional Resources

TABLES TO GO

LEVEL: Some basic word processing and keyboarding skills are helpful.

TIME: Preparation time depends on level of skill, about one hour if comfortable with Microsoft Word skills. It may take you longer if you're formatting and adding text. Once created and saved, teacher's can use/reuse them.

FOCUS: Tables can be used for a variety of exercises at all levels of the ESL classroom. They can be used as templates for students to fill in when working on a specific lesson and can help to organize predetermined student-generated language responses. Text can be added to a table for specific exercises.

OBJECTIVES: Participants will build word processing skills that can be used to create materials that enhance instruction by learning how to create a table using Microsoft Word.

MATERIALS / EQUIPMENT: One computer for each participant with MS Word
Printers and Paper
3.5 diskette per participant

EXPANSION: Tables can be created and utilized for a variety of ESL activities. Dave's ESL Café has many lessons that are just waiting for a Table to be created! Here are just a few ways that I have utilized tables:

- Information Grids
- Word/People Bingo
- Pre-reading Activities
- Comprehension
- Tic Tac Toe
- Word Domains
- Jigsaw Activities
- Board Games
- Dictation Jeopardy
- Information Gap
- Battleship
- Matching Activities
- Johari Window
- Ice Breakers
- Story Strips

TEACHER'S REFLECTION: Make sure to save a blank template and copy the template to create an exercise, then fill in the table with text. If you have access to a computer lab, it would be a great lesson to teach students how to create a table for a specific purpose such as a People Bingo. Students could then generate the text that goes in the table.

DIRECTIONS:

To create a Table

- Decide on which activity to create a Table for
- Select **Table** from the Menu Bar
- Select **Insert Table**
- Choose how many columns and how many rows you will have. Keep your lesson in mind when choosing. Use the up/down arrows next to numbers to change quantity of columns and rows.
- **Column Width** can be used when you have an idea of how large the columns will be.
- You can also preview various Tables formats by choosing **Auto Format.**
  - It would be helpful to browse **Auto Format** to get an idea of the formats available.
- Select **OK** once you decide on the size of your table.

To enter text in a Table

- Move the I-Bar inside the table to enter text
- Use **tab** to switch to another column
- You can continue to move the cursor from column or row by using **Tab**
- To increase the size (vertically) of a row, use **Enter**
- To decrease the size (vertically) of a row, use **Delete** (positioned at the end of text)

To change the size of your Table

- You can use the ruler at the bottom of the Toolbar to slide the markers horizontally. This changes column width
- You can use the ruler on the left side of Word to change the height of rows
- If your curser is placed inside the table, you can select **Cell Height and Width** from **Table** on the Menu Bar
- Other tools are available from **Table** that can help you add/delete columns, distribute evenly, delete/merge/split cells, and others

To Format text within a Table from the Menu Bar

- **Highlight** the text to be formatted by clicking, holding, and dragging the mouse over the text-let go
- From the Menu Bar, select **Font**
- Choose your format style and preview the changes from the **Font Box**
- Select **OK** when you have made your format choices

To Format text within a Table from the Tool Bar

- **Highlight** the text to be formatted by clicking, holding, and dragging the mouse over the text-let go
- From the Tool Bar, select the appropriate icon
- You can choose more than one icon, just make sure text is still **highlighted**

INTERVIEW BINGO

Can you ski?	Do you like kimchee?	Are you sleepy?	Do you speak Spanish?	Can you fix a flat tire?
Put a question in each square. Make sure the square is big enough for a name and response.				

JOHARI WINDOW

THINGS THAT 'A' LIKES	THINGS THAT 'B' LIKES
THINGS THAT 'A' & 'B' BOTH LIKE	THINGS THAT NEITHER 'A' OR 'B' LIKES

INFORMATION GRID

NAME	What's your favorite sport? Why?	What's your favorite weekend activity?	If you had the whole day free, what would you do?	What time of the day do you like best?	What time of the day do you like least?
Students circulate and gather name and information from each new partner.					

CONVERSATION BOARD GAME

START	Insert questions in each box			GO BACK ONE SPACE			
GIVE UP ONE TURN			GET AN EXTRA TURN				FINISH

RESOURCES AND WEBSITES TO HELP LAUNCH YOUR TABLE IDEAS

Listening and Speaking Activity Book (Oxford Picture Dictionary)
Talk a Lot (Folse)
Look Who's Talking (Christison/Bassano)
Drawing Out (Bassano/Christison)
Zero Prep (Pollard/Hess)
Dave's ESL Café (Use Icebreakers/Games/ Idea Cookbook) www.escafe.com

EXPLORING THE INTERNET FOR CONVERSATION IDEAS

Activity One

TITLE: Conversation Cards

LEVEL: High Beginning - Advanced

TIME: Teacher preparation - 30 minutes depending on computer proficiency. In class, 20 -45 minutes depending on students' abilities - more advanced students will want more time to talk.

FOCUS: To encourage conversation

OBJECTIVES: To speak and convey ideas so others can understand
To listen actively

MATERIALS/EQUIPMENT: Teacher access to a computer with word processing, Internet access, and a printer.
Card stock, scissors

DIRECTIONS FOR CREATING CONVERSATION CARDS:

Access web sites providing conversation topics-
http://www.eslpartyland.com/teachers/nov/conv.htm
http://iteslj.org/questions/
Create table for appropriate size cards (8-16 cards)
Copy and paste selected questions into the table - modify questions so appropriate for students' level.
Print, copy on card stock, and cut. Make enough sets for the number of groups of students you will have.

DIRECTIONS FOR USE OF CARDS: Before starting the conversation activity, review the questions with the students to help clarify understanding and meaning of vocabulary. Put students in groups of 3-4 mixing nationalities if possible. Put a group of conversation cards face down among the students. Direct the students to take turns asking each other questions. One student takes a card and asks the person

on his right the question. The student asking the question may not show the card to anyone - it is important for the student speaking to make the others in the group understand. After the question has been answered, the person asking the question may ask one follow-up question. To encourage active listening, the response(s) should be restated by another member of the group. Allow 20 to 45 minutes for this activity depending on your students' abilities. At the end of the activity, ask students to report on their findings to the class.

EXPANSION: After completing the questions, have students form new groups and share what they learned about their original group. It gives everyone opportunity to practice 3rd person reporting.

****

Follow up the activity with a writing exercise. Direct the students to write a response to one of the questions in first person (or third person). Questions are also great for journal writing.

****

Have the students choose a question, record the question and answer on a tape and turn into you for evaluation. You can provide feedback on pronunciation, grammar, usage, and content. For a large class, assign 3-5 students this task on a rotating schedule.

TEACHER'S REFLECTION: This activity allows time for the teacher to walk around the room and make notes about problems with pronunciation and grammar. Editing or grammar exercises and/or follow up drills can be used after the conversation time or in the next class.

Use conversation cards that tie into a specific area recently studied or as a review of that area weeks later.

The conversation cards are also great fillers to use for five or ten minutes. Pair students and let them practice.

The cards are also a valuable resource for volunteer tutors.

CONVERSATION QUESTIONS – ACTIVITY ONE

What's your ideal job? Why?	Who has the most boring job? Why?
Can men and women have the same professions in your country?	Would you like to have an easy routine job or a job in which you make a lot of decisions?
Do you think office romances can be successful? Why or why not?	Do people usually work for one company for a long time in your country or do people change jobs every few years?
Describe the first job you had for money.	Would you prefer to work four ten-hour days or five eight hour ones?

CONVERSATION QUESTIONS – ACTIVITY ONE

What three things are most important for you in a job? Why?	Do women usually work after they get married in your country?
Would you like a job that involved a lot of travel? Why or why not?	If you could own your own business, what would it be?
Who has the most interesting job? Why?	Do you think it's more important to make a lot of money or enjoy your job?
Do people in your country do volunteer work?	Would you consider the military as a career choice? Why or why not?

EXPLORING THE INTERNET FOR CONVERSATION IDEAS

Activity Two

TITLE: Job Interview and Hiring Decision

LEVEL: High Beginning - Advanced

TIME: Teacher preparation time - 30 minutes for interview guide
Start preparing the class for the activity 1 week in advance.
Class activity - 60 to 90 minutes

FOCUS: Speaking and listening

OBJECTIVES: To speak clearly and fluently
To listen and question for understanding
To understand interview process

MATERIALS/EQUIPMENT: Teacher made interview guide - (use word processing program to prepare).
Paper and pencil

DIRECTIONS FOR PREPARING INTERVIEW GUIDE: Use a table to create a guide. In the first column, list possible interview questions appropriate to the level of your students. Leave blanks at the bottom for students to add their own questions. Prepare enough columns for the number of people who will interview for a given job. See sample following.
There are many materials with possible interview questions or see the following web pages for ideas.

http://www.indiana.edu/~libpers/interview.html
http://little.nhlink.net/nhlink/employme/frequent.htm
http://content.monster.com/jobinfo/interview/questions/genques/
http://www.careerbuilder.com/gh_int_htg_questions.html

DIRECTIONS FOR INTERVIEW ACTIVITY: The class is going to act as a committee to make a decision about hiring a new employee for the company. About one week before the activity, decide with the class the name of your business and the job you want to fill - cook, waitress, hostess, dressmaker/tailor, mechanic, etc.

Choose only one position. Prior to the interview activity, prepare 3 people for the applicant roles (could be more or less depending on your class size). You can ask students to play these parts, but it is quite beneficial to have Americans play the parts. Ask friends, colleagues, ABE students, or volunteers to act the parts. Give each applicant a specific role to play.

Modify the following roles to fit the job position that is being filled. Direct the applicants to arrive at an appointed time, tell them the position they are applying for, and give them a description of the applicant.

Applicant 1 - 1 month experience (forgot to call in sick and got fired), eager to learn and do a good job, appearance is neat and clean and is dressed appropriately for an interview, does not have a high school diploma, but is presently attending classes to prepare for the GED. This applicant's grammar and usage is not good (you wasn't, we doesn't etc.) Arrives a few minutes early for interview. Well-mannered.

Applicant 2 - Two years experience, has a high school diploma and attended community college for one year, chews gum throughout the interview, and interrupts the interviewer often. His/her manners are not the best. Appearance is casual - jeans and t-shirt, but is clean. Arrives exactly on time for the interview.

Applicant 3 - Five years of experience, high school diploma, and bilingual. Appearance is neat and clean and is dressed appropriately for an interview, but occasionally bites fingernails during the interview. Speaks well and has good manners, but is obviously nervous. Needs this job desperately because he/she lost last job because of a health problem. Arrived a couple minutes late.

During the week before the activity, talk about do's and don'ts of successful interviewing. Discuss possible interview questions. Keep expanding on students abilities to ask questions for clarification if they do not understand.

On the interview activity day, prepare the class for the activity prior to the arrival of the applicants. Divide the class into three groups, give each person an interview guide. Direct the students to take turns asking the given questions and other questions they may think of during the interview. Students should make brief notes about each applicant. Explain that each group will have 15 (or 20) minutes to interview a job applicant. The applicants will rotate to a new group and

be interviewed by that group for 15 (or 20) minutes and then once again rotate. After interviewing all three applicants, the groups will decide who they will hire. Then take a class vote. Discuss the positives and negatives of each applicant.

EXPANSION: Do the same activity, but have students play the parts of applicants in place of Americans.

****

Pair students to write interview dialogues and then share them with the class or in groups.

****

Have groups make a list of do's and don'ts for successful interviewing in a given time period and award a prize to the group with the most listed.

TEACHER'S REFLECTION: The students enjoy this activity. Many new learning opportunities arise anytime guests come into the classroom - a chance to hear a different voice, see different mannerisms, and be exposed to new vocabulary/idioms. There are many resources available on the web to assist you in teaching job related topics. A sample of these are:

http://home.earthlink.net/~eslteacher/units/survival.html
Go to Occupations and Job Search
http://www.aitech.ac.jp/~iteslj/quizzes/employ/premply.htm
http://www.cpl.tcu.edu/Intervw.htm#bmwhat
http://www.vec.state.va.us/faq.htm
This is the Virginia Employment Commission Frequently Asked Questions web page. Contains a lot of information that students will frequently ask for.

Interview Guide

Introduce yourselves before you begin the interview.

Question- Take turns asking questions. Write a short comment about each applicant after he/she answers.	**Applicant's Name**	**Applicant's Name**	**Applicant's Name**
1. Tell us about yourself.			
2. Why are you the right person for this job?			
3. What kind of responsibilities did you have in your last job?			
4. What are your goals for the future?			
5. How many hours do you want to work every week?			
6. Can you work weekends?			
7. What wage are you expecting to receive?			
8. What are your strengths and weaknesses?			
9. When can you start to work?			
10.			
11.			
12.			

TITLE: Internet Applications in the Classroom - Alphabet Soup

LEVEL: Beginning - High Intermediate

Time: 15 minutes preparation, 30+ minute activity

FOCUS: Speaking/Ask for or give information during a discussion.

OBJECTIVE (LEARNING):
Encourage spontaneous speaking among students while practicing listening skills via question and answer.

MATERIALS:
A set of 20 letters of the alphabet, each letter printed on a sheet of letter-size paper. Suggestions: print largest possible font for visibility. Duplicate commonly used letters such as C, G, H, T, R, A ,E, S, etc.

DIRECTIONS:
Spread out the letters on the floor and mix them up. Have students form a semi-circle around them. Introduce a topic and have students pick up the letter that represents their interest in the topic (favorite fruit, name of a good friend, store in which student likes to shop.) Go around the room asking students to share their information. Allow time for questions and discussion (student - student.)

TEACHER'S REFLECTIONS:
I usually assign 30 minutes to this activity, introducing various topics. Invariably students draw each other into a discussion and ask questions (What bus goes to Tysons? How do you cook that vegetable? Which store is cheaper?)

This activity is particularly good for introducing or pre-testing themes in a student book (careers, recreation, medicine;) and encouraging students to recycle vocabulary.

TITLE: Internet Applications in the Classroom - Vocabulary Journal

LEVEL: Intermediate

Time: 20 minutes preparation

FOCUS: Learn and commit new vocabulary.

OBJECTIVE (LEARNING):
To increase knowledge of commonly used words. Encourage students to take responsibility for their own learning. Foster peer teaching and positive self-esteem through regular classroom contribution.

MATERIALS:
Excel spreadsheet or table set up like the example. Students should have access to dictionaries outside of class, and/or be given time in class.

DIRECTIONS:
Review the spreadsheet and parts of grammar with the students. Verify that they understand the terms. Elicit more examples and have them enter the words in the appropriate column. Advise students that they must enter at least one new word each day on the spreadsheet, know the meaning, and come to class prepared to share information. Stress that vocabulary should be new to the student.

TEACHER'S REFLECTIONS:
This is a good warm up for students in anticipation of group activities. Review and feedback times should vary to prevent boredom. Every student has an opportunity to participate and to prepare beforehand so they are confident speaking before the class. Periodically test students by recycling words for games such as Grammar Bingo or short spelling and comprehension tests. This can be adapted to beginning levels by omitting the parts of speech and requiring students to just keep a pocket notebook of new vocabulary words. For speaking practice, ask students to describe where they read or heard a word. Be prepared for some hilarious responses!

NOUN	VERB	ADJECTIVE	PREPOSITION	PRONOUN
definition	definition	definition	definition	definition
example	example	example	example	Example
Word	Word	Word	Word	Word
Word	Word	Word	Word	Word

TITLE: Internet Applications in the Classroom - Grammar Bingo

LEVEL: High Intermediate - Advanced

Time: 15 minutes preparation, 30+ minute activity

FOCUS: Listening/Grammar comprehension.

OBJECTIVE (LEARNING):
Recycle vocabulary. Test, teach and/or reinforce grammar. Give students an opportunity to practice listening skills. Check spelling.

MATERIALS:
A 5x5 Excel spreadsheet with the parts of speech written in like the attached. A vocabulary list.

DIRECTIONS:
Call out a word, repeat it twice, giving students time to listen and write the word in the appropriate box. Since the squares are not numbered, be sure to vary the sequence of verbs, nouns, etc so to not make it too easy for students to call 'Bingo.' Check that words are spelled correctly - misspelled words do not count.

TEACHER'S REFLECTIONS:
This is a great variation of the traditional spelling test, as students have to insure words are spelled correctly to qualify for 'Bingo.' It's also an opportunity to recycle and reinforce vocabulary presented in previous lessons; and subtly encourage otherwise quiet students to project their voices.

GRAMMAR BINGO

Listen for a word. Put the word in the correct box. When you have 5 words in a row, yell 'Bingo'. A row can be up/down, left/right, or diagonal.
Example: 'career' goes in any box marked NOUN.

VERB	NOUN	ADJECTIVE	PREPOSITION	CONJUNCTION
NOUN	ADJECTIVE	PREPOSITION	CONJUNCTION	VERB
ADJECTIVE	PREPOSITION	CONJUNCTION	VERB	NOUN
PREPOSITION	CONJUNCTION	VERB	NOUN	ADJECTIVE
CONJUCTION	VERB	NOUN	ADJECTIVE	PREPOSITION
VERB	NOUN	ADJECTIVE	PREPOSITION	CONJUNCTION

VOCABULARY JOURNAL

Add one new word each day. Hand in every Tuesday.

VERB describes an action or state **Ex:** be, have, do	**NOUN** is a person, place, or thing **Ex:** street, happiness	**ADJECTIVE** describes a noun or pronoun **Ex:** big, yellow, smart	**ADVERB** describes a verb **Ex:** quickly, well	**PROUNOUN** replaces a noun **Ex:** you,she,ours,some	**PREPOSITION** gives time, space, direction Ex: at, in, on, under, over

USING STUDENT WRITING

Activity One

TITLE: Class Introductions

LEVEL: Appropriate for all student levels, except pre-literacy. Teachers should have some familiarity with word processing.

TIME: For teacher preparation, 30 minutes to type selected stories. In class, 20-30 minutes to write stories and 30-45 minutes for story sharing the following class day.

FOCUS: Writing, speaking, reading, listening.

OBJECTIVES:

1. Help students get acquainted with each other.
2. Practice writing, reading and speaking skills appropriate for the class level.

MATERIALS/EQUIPMENT:

Paper, pens/pencils
Teacher access to a computer with word processing
Copies of the student-generated stories that teachers will type

DESCRIPTION:

This activity should take place during one of the first days of class. In many adult ESL classes, students introduce themselves and tell where they are from, where they live/work, what hobbies they have, and more personal descriptive information, depending on their level. This exercise takes those stories a step further with the help of word processing.

Per usual, ask students write these introductory stories to answer the above questions. Adjust the writing assignment according to class level. For example, beginning students may be able to write their name, address, and where they're from. An intermediate student can write out this basic information and include further details. (See example.)

Students read their story aloud to a partner, and ask/answer questions about each other's stories.

Then, collect the writing. Select a sampling of stories for in-class reading. (**Note**: Tell students you plan to type up some of the stories and share them with the class the next day, so any student who doesn't want to share their story can notify you.)

Recommendation: Select approximately 4 stories for the class to read together. Choose both well-written stories as well as ones that need more work but have interesting facts. Depending on the class population, you may want to choose a sampling of stories from students who are from different countries, or type up two stories from males and two from females.

After you type up stories, make copies and give them to students to read. This will ideally occur the following day in class. Give them time to read the stories silently, then ask authors to read their writing aloud. Encourage students to ask the authors questions. You can also ask students to make grammar, spelling and punctuation corrections to the written document.

EXPANSION:

1. There are lots of ways to expand this activity. Examples: a) Use story sentences for dictation. b) Read stories without names and have students guess who wrote them. c) Create a cloze exercise with the stories.

2. Ask if any students have word processing access at home and are willing to type up a sampling of the stories. However, you may want to do this after you've read the stories yourself and have selected the representative sample to share with the class.

3. You can also do this activity if your full class has computer lab access. When students go to the lab, ask them write a story about themselves that incorporates something they have learned in class. For example: High beginning students who have learned how to communicate

basic personal information might type their name, address, phone number, where they're from, and where they work. Ask students to print their stories and share them with a partner. Depending on time, the story sharing may not take place until students return to the classroom. Ask for volunteers to read their stories to the class.

TEACHER'S REFLECTION:

Students often enjoy sharing their written product with the class. It also triggers a stronger interest in typing/word processing, especially for students who haven't used computers before.

STUDENT STORY SAMPLE FOR CLASS INTRODUCTIONS

My name is Richard Vega.

My address is 1515 South George Mason Drive # 10.

Arlington Virginia 22204- 3473.

My number telephone is 703- 8458769.

I am from Bolivia.

My country is Cochabamba.

I am married.

I have one son and his name is Brandhon.

I live with my son and my uncle.

I am working in roofing.

I have six sisters and one brother.

I am twenty seven years old.

USING STUDENT WRITING

Activity Two

TITLE: Job Interviews

LEVEL: High beginning, intermediate and advanced.

TIME: For teacher preparation, 30 minutes for the teacher to type up selected interviews. In class, 30 minutes to an hour to write interviews and make corrections; 30 minutes for the practice of the job interviews.

FOCUS: Writing, speaking, reading, listening.

OBJECTIVES:

1. Reinforce and culminate what students have learned about job interviews.
2. Practice peer editing.

MATERIALS/EQUIPMENT:

Paper, pens/pencils
Teacher access to a computer with word processing
Copies of the interviews that the teacher will type

DESCRIPTION:

Students should have already learned about job interviews in the United States and practiced interviews with classmates. The following writing and reading activity is a culmination of what they have learned.

Students work in pairs to write job interviews. Encourage them to include typical job interview questions and follow the chronological progression of interviews: introductions, interview, resolution.

Each pair should share their job interview with another pair to check for spelling, grammar and punctuation mistakes. **Recommendation:** Brainstorm a proofreading checklist with the class when you reach this stage.

Ask students to turn in their job interviews after they have been proofread. Then, choose 1 or 2 sample job interviews to type up, and plan to use these interviews for a class reading/role playing activity. Choose interviews that are thorough, well written and creative.

Best idea: Use the interviews as a jigsaw activity. If you do this, then each partner in the pair should get only one part of the dialogue. Then, give students time to read silently their part of the interview, then practice aloud with their partner. Ask for a volunteer pair to act out the interview.

EXPANSION:

1. There are many ways you can expand the use of job interviews. Included on your workshop disk are two sample job interviews created by high intermediate students. Use them in your class for reading and interview practice. Also, try the following with the interviews on the disk: a) Create cloze exercises or divide the dialogue into two parts for a jigsaw activity; b) Highlight certain sections you'd like to use for a dictation; c) Add some spelling, grammar and punctuation mistakes that your students can correct.

2. As an expansion, you can type up more than two job interviews, and give different interviews to different pairs. However, this can become time-consuming. If you choose to do this, ask for student volunteers who have access to word processing and who can type up interviews at home.

3. You can also do this activity if your class has regular lab access. When the class goes to the computer room, have students work in pairs to write job interviews. Ask them to print up their work when they finish. When they return to the classroom, ask pairs to share their job interview with another pair to check for spelling, grammar and punctuation mistakes. Upon return to the computer lab, ask pairs to correct their mistakes and print up a new, final version. They then exchange their interviews with other pairs. Encourage volunteer pairs to act out interviews.

TEACHER'S REFLECTION: One nice thing about this activity is that you can adjust it to fit your class level. In other words, because students generate the writing, their interviews will be level-appropriate.

SAMPLE STUDENT STORY FOR JOB INTERVIEWS

**Note: You will find this story and one more on your participant disk.

Mrs. Oprah is manager of big fashion factory and Mr. Phillips who works with her as supervisor invited some applicants to come for a job interview for the position of fashion designer.

Mr. Phillips: Hello, how are you doing today? Please have a seat.

Larisa: Hi, I'm fine thank you. My name is Larisa. I'm here to apply for the position of fashion designer in your famous company.

Mr. Phillips: I see, tell me did you have some experience?

Larisa: Yes, of course. I worked before in a lot of fashion companies as a designer and I have a good experience and knowledge in this field.

Mr.Phillips: That's fine. Hold on a second please. Let me call my manager.

Oprah: Hi, Mr. Phillips. Do you need some help?

Mr. Phillips: Yes, Mrs.Oprah. I'm sorry to interrupt you, but I need your opinion. Let me introduce you Larisa. She's applying for the position of fashion designer and she said that she has already a lot of experience.

Oprah: Hi, Larisa. Nice to meet you. Do you bring some design samples of your work?

Larisa: Yes, I do.

Oprah: Come in here around the table. Show me what did you do? Because you know Larisa in this job you should be creative, precise patient and you should be talented!

Larisa: Yes, Madam, I understand but what do you think about my work?

Oprah: The shape of this dress and the colors don't match, but in general it is doing well.

Mr. Phillips: That's fine your design look good. So, could you please describe yourself for us?

Larisa: Uh! Are you asking about my personality traits?

Mr. Phillips: Yes, I am.

Larisa: Oh! I'm confident, organized, a people person and of course creative.

Oprah: You have very good experience and you are the person that we are looking for. You already have this job. Congratulations!

ADDITIONAL RESOURCES

ESL Internet Bookmarks

Civics-Arlington
Adult Education REEP:
http://www.arlington.k12.va.us/departments/adulted/REEP/index.htm

This site provides general information about the Arlington Education and Employment Program (REEP). It shows the different locations, hours, and cost of the classes. It also directs you to different pages that provide information on teaching, volunteering and more information about REEP.

Arlington,VA Public Schools Welcome You: http://www.arlington.k12.va.us

This site provides general information about Arlington Public Schools. The pages of this site provide you with event calendars, job descriptions, and opportunities within the public schools. It also provides a directory, news, school board agendas and current issues dealing with the Arlington Public School System.

Adult Education Programs: http://www.arlington.k12.va.us/departments/adulted/

This site provides you with information on the Arlington adult programs. This site links you to different pages that explain the G.E.D. program, Adult Basic Education program, External Diploma program, and the Arlington Education and Employment Program (REEP). It also provides phone numbers and people to contact for more information and help.

Arlington County,Virginia Government Homepage: http://www.co.arlington.va.us/

This is the Arlington County homepage. This site is filled with pictures and information about Arlington County. It links you to different sites containing information on leisure, county government , transportation, jobs, school, etc. It also provides games and information on American history.

Civics-State and Federal Government
Welcome to the White House: http://www.whitehouse.gov/

This site provides information on current events. It gives information on the President and Vice President and their work. This page also gives White House history for adults and children.

Your Government http://www.whitehouse.gov/government

This site provides easy information about the White House and the Federal Government. It gives you the latest information on current events. It also provides information about the White House (similar to the site "Welcome to the White House").

Virginia legislature- Introduction Home: http://legis.state.va.us/vaonline/v.htm

This site provides information on the Virginia legislature. This site gives information on where to contact Senators, delegates, and public relations offices. This site also shows a copy the Constitution and explains bills and laws.

Education

Welcome to George Mason University: http://www.gmu.edu/

This web page gives general information about George Mason University. It provides information on admissions, visiting, technology, etc.

Marymount University Arlington, VA: http://www.marymount.edu/

This web page provides general information about Marymount University, including admissions, academics, news, and events, etc.

Welcome to Northern Virginia Community College: http://www.nv.cc.va.us/

This web page provides general information about Northern Virginia Community College. It gives information on the schedule of classes, student services, and opportunities and the college.

Virginia Department of Education: http://www.pen.k12.va.us/VDOE/Instruction/

This site provides information on the education system in Virginia. This site links you to sections showing different education programs, technology programs and also a brief summary about the members of the board of education.

OECD Classes-ESL: http://www.nv.cc.va.us/alexandria/oecd/esl.html

This site gives information for the Office of Economic and Community Development (OECD), at Northern Virginia Community College (NVCC). It provides information for ESL students who want to continue their education at NVCC or other colleges.

ESL-General

Many Things http://www.manythings.org/

This site a favorite for ESL teachers, because it includes word games, puzzles, quizzes and grammar activities especially for English language learners. Some of their games and activities relate to areas of the REEP curriculum, such as Jobs (for example, there's a word puzzle about restaurant vocabulary).

Daves's ESL Café: http://www.pacificnet.net/~sperling/

This site is filled with reading, comprehension, grammar, history, etc. exercises and quizzes to improve English. This site also allows the student to interact with other students or teachers in the chat room.

Karin's ESL Partyland: http://www.eslpartyland.com

This is a fun site with activities and links to practice English using topics such as food, the Internet, media, travel, and even dating. There's information on the site both for students and teachers. The student-geared part of this site features vocabulary and content quizzes, a list of links to further study English and chat room-type discussions. The teacher-geared information includes reproducible lesson materials categorized by skill (listening, speaking, reading, writing, and grammar).

ESL Study Hall: http://gwis2.circ.gwu.edu/~gwvcusas/

This site has many different exercises and quizzes for reading, writing, vocabulary, grammar, and listening. This site also gives students the opportunity to talk on the Internet with other ESL students.

Peak English http://www.peakenglish.com/

This site is geared toward ESL students (instead of their teachers) and includes listening activities such as "NY Taxi Game" and "Airplane Adventure" (both could be suitable for 350+ students studying transportation) and even an online magazine.

English Channel, ESL intermediate level: http://www.hio.ft.hanze.nl/thar/default.htm

This site gives ESL students practice with everyday reading, writing, speaking, and listening exercises. It also offers grammar exercises form intermediate to advanced levels.

Comenius English Language Center http://www.comenius.com/

The best parts of this web site are the links to Idioms and Fables. In the Idioms link, students can hear and see the idiom used in context. In the Fables section, students can read a short fable, answer comprehension questions about it, and complete written discussion exercises.

Ohio U. Resources for English Language http://cscwww.cats.ohiou.edu/esl/english/

Contains numerous links for grammar, reading, listening, speaking, and writing. The site has a wonderful, comprehensive list of resources, but you should flip through the links first if your goal is to assign a specific activity to your class.

ESL Square http://www.alri.org/esquare/

This site features a sort of "town square" for ESL learners and instructors. You can click on areas such as "Job and Work," "Health Center," and "Civic Center" to find various links related to those topics. While the web site is very helpful, but there are two caveats: 1. Many links are related to Massachusetts, so the information may not help our students here in Virginia as much. 2. The web site's appearance makes it seem user-friendly for lower level learners, but many of the links are better for intermediate/advanced classes.

TOEFL Online: http://www.toefl.org/

This site is for ESL students who want to take the Test of English as a Foreign Language (TOEFL). It also gives tutorial practice exercises and test taking strategies.

Networthy http://www.eslmag.com/networthy.html

This site is for teachers and is the electronic version of Christine Meloni's magazine column of the same name. Each month contains links to web sites that are valuable for ESL instructors. This site indexes the columns.

ESL-Grammar

Fun Brain: http://www.funbrain.com

This is a great site with literally dozens of games that you can adjust to make easier or harder. It's made for children, but the games can work for adult ESL. Good ESL-related games include Grammar Gorillas, where the player identifies which words are verbs and which words are nouns; Spell Check, where they choose which word is spelled wrong; and Word Confusion, where students select the right word to fit into a sentence. With all of the games on this site, there's at least one for any beginning class. This web site has so many options that if you're using this in the class computer lab, you may want to have a specific game ready to go, rather than losing students in the process of finding and then selecting the right game from the choices.

Daily Grammar http://www.dailygrammar.com

Students can subscribe to this site and receive via e-mail a different grammar lesson each day. However, anyone can access the web site's 300+ short grammar lessons for a review.

Self Study Quizzes for ESL students: http://www.aitech.ac.jp/~iteslj/quizzes/

This site consists of short answer grammar exercises. Some of the questions allow students to learn the history of other countries as well as vocabulary, and grammar. This site also has scrambled word, homonyms and reading exercises.

Grammar Quizzes (self study quizzes for ESL students):
http://www.aitech.ac.jp/~iteslj/quizzes/grammar.html

This site provides different grammar topics and links to different exercises (cloze, articles, conjunction, dialogue, etc.) The questions are short answer, fill in the blank and multiple choice.

Grammar for English Language Learners:
http://www.ohiou.edu/esl/english/index.html

Contains a variety of grammar topics, with introductions and exercises. However, teachers should scroll through the site first to find the best activity for a particular lesson. Site contains many different options, but more for higher levels.

English Grammar Links for ESL Students
http://userpages.umbc.edu/~kpokoy1/grammar1.htm

This web site is list of bookmarks for ESL teachers and features a number of good sites. Special focus on grammar web sites. This web site also has a section for teachers.

Phrasal Verbs-Introduction: http://eslcafe.com/pv/

This site teaches phrasal verbs and is part of the well-known Dave's ESL Café web site.

ESL-Listening
Randall's ESL Cyber Listening Lab: http://www.esl-lab.com/

This site provides students with general listening exercises. The exercises have easy, medium, and difficult levels. Each exercise contains dialogue and questions dealing with everyday situations. (day at school, fun day, answering machines, etc.)

English Listening http://www.englishlistening.com/contents.phtml

This is an excellent site for beginners. This site provides listening and reading of small dialogues in three levels (new, regular, and advanced listener). The dialogues consist of daily routines, introducing your self, and family. This site also provides questions and answers after each dialogue. The new student dialogues are slow enough for 100 level students.

Peak English http://www.peakenglish.com/

This site is geared toward ESL students (instead of their teachers) and includes listening activities such as "NY Taxi Game" and "Airplane Adventure" (both could be suitable for 350+ students studying transportation) and even an online magazine.

Comenius English Language Center http://www.comenius.com/

The best parts of this web site are the links to Idioms and Fables. In the Idioms link, students can hear and see the idiom used in context. In the Fables section, students can read a short fable, answer comprehension questions about it, and complete written discussion exercises.

Voice of America http://www.voa.gov and BBC http://www.bbc.co.uk/audiovideo/

Both sites enable users to listen to news from around the world. However, the level of language is more appropriate for high intermediate and advanced students. The BBC site also contains some intermediate level grammar, vocabulary and idiom quizzes, and a special area geared toward ESL students on their web link: http://www.bbc.co.uk/worldservice/learningenglish/index.shtml

Media

CNN San Francisco's Learning Resources: http://literacynet.org/cnnsf/

This site is geared toward ABE literacy students but would work very well with intermediate and advanced ESL classes as well. It contains a number of stories taken weekly from the CNN San Francisco Bureau, but the stories are often of topical interest nationwide. The web site features full text of stories, an easier version, further web links, and multiple choice questions to check for comprehension.

Washington Post http://www.washingtonpost.com

This web site is a duplicate of the Washington Post newspaper. It shows many pictures and articles about daily events in the Metropolitan area and around the world. This site provides daily horoscopes, store advertisements, classified ads, and more interesting topics. Good idea: The entertainment section provides virtual tours and maps of neighborhoods in the DC, Maryland and Virginia areas, including a tour of Wilson Boulevard. This could be an interesting activity to fit into the community services, transportation, or food sections of the REEP curriculum.

USA Welcome http://www.usawelcome.com

This web site is geared toward new comers in the USA, or those who are thinking of coming to the U.S. Sections include "Immigration Advice," "Home News" (which includes links to international newspapers), "Itinerary Planner," "Weather," and many more. The web site is a little difficult to read because of the small type, but

contains quite a few valuable links. Reading level recommended for intermediate and advanced students. You might not want to use this web site with a specific class activity, but could recommend it to your students.
Today's Beat http://todaysbeat.com/

This is a teen music and entertainment site. However, ESL students might enjoy reading this news and learning about fashion, popular movies and singers. The site includes lyrics to top 10 songs and movie reviews.

ESL Internet Bookmarks

Government

Welcome to the White House: http://www.whitehouse.gov/

This site provides information on current events. It gives information on the President and Vice President and their work. This page also gives White House history for adults and children.

Virginia legislature- Introduction Home: http://legis.state.va.us/vaonline/v.htm

This site provides information on the Virginia legislature. This site gives information on where to contact Senators, delegates, and public relations offices. This site also shows a copy the Constitution and explains bills and laws.

Interactive Citizens of the U.S. Government:
http://www.whitehouse.gov/WH/html/handbook.html

This site (Gateway to Government) provides easy information about the Federal Government. It gives you the latest information on current events. It also provides information about the White House. (similar to site "Welcome to the White House")

ESL

Randall's ESL Cyber Listening Lab: http://www.esl-lab.com/

This site provides students with general listening exercises. The exercises have easy, medium, and difficult levels. Each exercise contains dialogue and questions dealing with everyday situations (day at school, fun day, answering machines, etc.).

English Listening http://www.englishlistening.com/contents.phtml

This is an excellent site for beginners. This site provides listening and reading of small dialogues in three levels (new, regular, and advanced listener). The dialogues consist of daily routines, introducing your self, and family. This site also provides questions and answers after each dialogue.

Word Dragon http://www.worddragon.org

This site is filled with beginning and intermediate level activities that practice verbs, numbers, parts of the body, movies, animals, machines, proverbs, opposites, language, and many more. The different activities consist of puzzles, scrambled words, scramble sentences, word matching and also creating new puzzles. This is a fun and very interactive site.

Discovery School http://school.discovery.com

This is a good site for teachers. Teachers can create their own word searches, crossword puzzles, anagrams, etc. in minutes. Teachers can also set up a personal account in which they can save all the activities they create.

Phrasal Verbs-Introduction: http://eslcafe.com/pv/

This site links to many different web pages that show teachers different exercises and ways to teach ESL students. It also provides vocabulary exercises for ESL students.

Tutorials, Sample Questions, and Study Materials:
http://www.toefl.org/fdl_testprep.html

This site is for ESL students who want to take the Test of English as a Foreign Language (TOEFL). This site gives tutorial practice exercises and also test taking strategies.

Daves's ESL Café: http://www.pacificnet.net/~sperling/

This site is filled with reading, comprehension, grammar, history, etc. exercises and quizzes to improve the students English. This site also allows the student to interact with other students or teachers in the chat room.

ESL Study Hall: http://gwis2.circ.gwu.edu/~gwvcusas/

This site has many different exercises and quizzes for reading, writing, vocabulary, grammar, and listening. This site also gives students the opportunity to talk on the Internet with other ESL students.

English Channel, ESL intermediate level: http://www.hio.ft.hanze.nl/thar/default.htm

This site gives ESL students practice with everyday reading, writing, speaking, and listening exercises. It also offers grammar exercises form intermediate to advanced levels.

Daily Grammar http://www.dailygrammar.com

Students can subscribe to this site and receive via e-mail a different grammar lesson each day. However, anyone can access the website's 300+ short grammar lessons for a review.

Self Study Quizzes for ESL students: http://www.aitech.ac.jp/~iteslj/quizzes/

This site consists of short answer grammar exercises. Some of the questions allow students to learn the history of other countries as well as vocabulary, and grammar. This site also has scrambled word, homonyms and reading exercises.
Grammar Quizzes (self study quizzes for ESL students):
http://www.aitech.ac.jp/~iteslj/quizzes/grammar.html

This site provides different grammar topics and links to different exercises (cloze, articles, conjunction, dialogue, etc.) The questions are short answer, fill in the blank and multiple choice.

News in English
CNN http://www.cnn.com

This site provides information from around the world. It has a variety of topics that show pictures and provide articles to read. Some of the topics are current events, nature, arts and style, food, travel, sports, and many more interesting topics. This site is recommended for high beginning and intermediate students due to the high reading level. However lower students could find information on the weather in their countries.

Washington Post http://www.washingtonpost.com

This website is a duplicate of the Washington Post newspaper. This site shows many pictures and articles about daily events happening in the Metropolitan area. It also gives information on events happening around the world. This site provides daily horoscopes, store advertisements, classified ads, and more interesting topics. Though the reading level is high, lower students would be able to find information on the weather here and in their countries and about new movies, etc.

GOOD IDEA: The entertainment section provides virtual tours and maps of neighborhoods in the DC, Maryland and Virginia areas, including a tour of Wilson Boulevard. This could be an interesting activity that could fit into the community services, transportation, or food sections of the REEP curriculum.

Sports
National Basketball Association http://www.nba.com

This site shows all the current events happening in the NBA in different languages. It is an interesting site for those who want to find information on specific NBA players and games. It also provides a schedule of games on television and live games. This site provides chat rooms for discussions about basketball games and players. Questions can also be sent to different basketball players.

NOTE: This list comes from the Arlington Education and Employment Program, Arlington, Virginia. Year 2001.

Internet Resources for Lower Level Classes

ESL

http://www.englishlistening.com/contents.phtml

This is an excellent site for beginners. This site provides listening and reading of small dialogues in three levels (new, regular, and advanced listener). The dialogues consist of daily routines, introducing your self, and family. This site also provides questions and answers after each dialogue. (The new student dialogues are slow enough for basic students.)

http://www.worddragon.org

This site is filled with beginning and intermediate level activities that practice verbs, numbers, parts of the body, movies, animals, machines, proverbs, opposites, language, and many more. The different activities consist of puzzles, scrambled words, scramble sentences, word matching and also creating new puzzles. This is a fun and very interactive site.

http://www.funbrain.com

This is a great site with literally dozens of games that you can adjust to make easier or harder. It's made for children, but the games can work for adult ESL. Good ESL-related games include "Grammar Gorillas," where the player identifies which words are verbs and which words are nouns; Spell Check, where they choose which word is spelled wrong; and Word Confusion, where students select the right word to fit into a sentence. With all of the games on this site, there's at least one for any beginning class. This website has so many options that if you're using this in the class computer lab, you may want to have the lab assistant have a specific game ready to go, rather than losing students in the process of finding and then selecting the right game from the choices.

http://school.discovery.com

This is a good site for teachers. Teachers can create their own word searches, crossword puzzles, anagrams, etc. in minutes. Teachers can also set up a personal account in which they can save all the activities they create.

http://eslcafe.com

This site is filled with reading, comprehension, grammar, history, etc. exercises and quizzes to improve the students English. This site also allows the student to interact with other students or teachers in the chat rooms. This site is recommended for higher levels. The present tense quiz would be ok for high beginners.

http://www.aitech.ac.jp/~iteslj/quizzes/

This is an excellent site for learning the English language. This site provides many different exercises, and quizzes on a variety of grammar and vocabulary. The different exercises consist of fill-in-the-blank, matching, crossword puzzles, and multiple choice. The exercises range from very easy to difficult.

http://www.esl-lab.com/

This site provides students with general listening exercises. The exercises have easy, medium, and difficult levels. Each exercise contains a dialogue and questions dealing with everyday situations (day at school, fun day, answering machines, etc.). The site also provides text so the students can read along as they listen. The speakers talk somewhat fast, so this site is better for low intermediate students.

http://www.manythings.org/

This site a favorite for ESL teachers, because it includes word games, puzzles, quizzes and grammar activities especially for English language learners.

Washington DC
http://www.nga.gov/

This site is about the National Art Gallery and is very descriptive and interesting. It gives general information about the museum such as restaurants, shops, location, etc. It also views different maps. With this site you can view the gallery through virtual tours. It also shows many different artists and their collections of paintings, sculptures, and decorative artwork. The overall reading level is high; however, the virtual tours, planning a visit, and general information sections might be interesting to lower students. For example, one lower level teacher used the museum map to practice prepositions. (Student wrote sentences such as, "The bathroom is BESIDE or TO THE RIGHT of the exit.")

International Newspapers
http://actualidad.com

This site provides newspapers from around the world. This is an excellent resource for finding information on current events from other countries. This site provides information about jobs, apartments, health, weather, and current events. Each newspaper is updated every month. Students can also create email accounts with this site. All newspapers are in the student's native language.

http://pppp.net/links/news/

This site provides information on newspapers from other countries. This site gives information about different topics concerning everyday life. Topics include arts and entertainment, health, automobiles, food, etc. This is a good resource for finding specific information about different countries. All newspapers are in the student's native language.

http://www.onlinenewspapers.com

This site is very similar to the other two listed sites and provides links to numerous newspapers from around the world.

News in English
http://www.cnn.com

This site provides information from around the world. It has a variety of topics that show pictures and provide articles to read. Some of the topics are current events, nature, arts and style, food, travel, sports, and many more interesting topics. This site is recommended for high beginning and intermediate students due to the high reading level. However lower students could find information on the weather in their countries.

http://www.washingtonpost.com

This website is a duplicate of the Washington Post newspaper. This site shows many pictures and articles about daily events happening in the Metropolitan area. It also gives information on events happening around the world. This site provides daily horoscopes, store advertisements, classified ads, and more interesting topics. Though the reading level is high, lower students would be able to find information on the weather here and in their countries and about new movies, etc.

GOOD IDEA: The entertainment section provides virtual tours and maps of neighborhoods in the DC, Maryland and Virginia areas, including a tour of Wilson Boulevard. This could be an interesting activity that could fit into the community services, transportation, or food sections of a lifeskills curriculum.

Sports
http://www.nba.com

This site shows all the current events happening in the NBA in different languages. It is an interesting site for those who want to find information on specific NBA players and games. It also provides a schedule of games on television and live games. This site provides chat rooms for discussions about basketball games and players. Questions can also be sent to different basketball players.

http://www.france98.com

This site shows interesting facts about France. This site is filled with pictures and articles of the many events throughout French history. This site's main focus is on France and its involvement with the World Cup Series. This site is an excellent resource for French soccer. This site is recommended for the high beginners and up.

WEB SITES FOR ADULT LEARNERS

1. **http://www.cyberstep.org/tesol** Cyberstep addresses the challenge of creating and distributing multimedia learning materials for the hardest-to-serve ABE and ESL adult learners. Includes standards for creating multimedia learning resources.

2. **http://www2.wgbh.org/mbcweis/esquare/** E-square – links to civics, health, computer, employment and other resources for learners.

3. **http://www2.wgbh.org/mbcweis/nextsteps.learncomputers** An adult learner's Web-based project using a survey.

4. **http://www.mcli.dist.maricopa.edu/pbl/ubuystudent/** A problem-based manual for students planning to buy a car.

5. **http://www.communitycorner.org/CC_English/Tech_Eng/DirEncy.htm** Links to dictionaries, encyclopedias, etc. with annotations by young users.

6. **http://bowcreek.com/pickup1.shtml** A free online greetings card service.

7. **http://www.otan.dni.us/webfarm/emailproject/email.htm** An interactive site for beginning level students.

8. **http://gateways.unhny.org** An interactive site for learners to write their life stories.

9. **http://babelfish.altavista.com/** A translation site. Translates at the sentence level English/Spanish and other languages.

10. **http://www2.wgbh.org/mbcweis/ltc/telecom/blob.html** A self-explanatory learning site for adults with links to skills-based resources (social studies, math) and thematic resources (citizenship and jobs).

11. **http://www.favoritepoem.org/poems** A wonderful multimedia site for everyone.

12. **http://www.tuj.ac.jp/cite/landlady/llady1.htm** An "action maze" for more advanced ESL learners.

13. **http://www.quia.com/mathjourney.cgi** Designed for children, www.quia.com has games and puzzles for many subject areas that adults will enjoy.

14. **http://taunton.com** A very extensive do-it-yourself site for everyone.

15. **http://www2.wgbh.org/mbcweis/ltc/alri/vv.html** Shows how students and teachers can make engaging Web-based "virtual visit" learning projects even with limited experience. Includes Web pages created by adult learners.

16. **http://www.literacynet.org/cnnsf/** CNN news stories and exercises at the basic skills level.

17. **http://www.farmworkers.org** A site in English and Spanish by and for farm workers.

18. **http://www.dvsheltertour.org** A virtual tour of a domestic violence center.

19. **www.sccd.ctc.edu/~ssesl/** An extensive site for ESL students on the theme of visiting the doctor. Includes reading, puzzles, dialogs and an interactive feature.